STAR Online Learning System

Skills Assessment - Primary

SOLS Skills Assessment: Table of Contents

Instructions for SOLS 2.0 Skill Assessment

Student Name: _____   Student Age: _____

Strand Selected for This Student: A1   A2   A3   B1   B2   B3   C1   C2   C3   C4   C5   C6

Teacher Name: _____   Date: _____

School District: _____   School Name: _____

How to conduct a baseline assessment and monitor progress:

1.   Go to the corresponding sub-strand section (i.e. A1, A2, etc.) of the assessment depending on the strand chosen using the **Strand Selection Guide**.

2.   Identify the target skills appropriate for the student (based on their IEP goals or their developmental level).

3.   Enter the baseline data by recording the number of skills the student has mastered for each item. Choose one option below:

     a.   Use previous data from the STAR Learning Profile, classroom program data, and your knowledge of the student.

     b.   Conduct a direct assessment.

          •   Make the caregiver aware of the needed materials to conduct the baseline assessment:

               ◦   Strand A: Books, toys, paper, crayons or markers, small objects and a container, sets of items of the same color (i.e. two red blocks, two green blocks, two yellow blocks, two blue blocks), and motivators

               ◦   Strands B and C: Books, toys, paper, crayons or markers, small objects for counting, worksheets with letters for tracing, coloring sheets or file folder tasks, and motivators

          •   When conducting a direct assessment:

               ◦   Greet the student and caregiver.

               ◦   Either engage the student by doing something fun (i.e. blowing bubbles, using a puppet, etc.) or provide a greeting depending on the ability of the student.

               ◦   Ask the caregiver to sit near the student and provide assistance when needed.

4.   Monitor progress at least quarterly.

STRAND A

Skills Assessment
Primary Strand A

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Skill assessment instructions:

- Go to the sub-strand selected for this student.
- Identify target skills appropriate for the student (based on their developmental level or IEP goals).
- Record the initial baseline score.
  - Scores represent the number of skills the student has mastered, unless otherwise noted.
- Monitor the student's progress at least quarterly.

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date / Baseline Score	Date / 1st Assess.	Date / 2nd Assess.	Date / 3rd Assess.	Date / 4th Assess.	Date / 5th Assess.
Strand A1										
Teaching Time	**Language:** Modeling, matching, and responding to basic safety instructions		Models actions with objects	**0-5**						
			Models motor actions	**0-5**						
			Matches objects	**0-5**						
			Walks with an adult as instructed (e.g. "walk with me," "stop," and "wait")	**0 - 3**						
			Comes to a familiar adult when given cue "come here"	**0: 0 ft** **1: 5 ft** **2: 10 ft** **3: 15 ft**						

Skills Assessment
Primary Strand A

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Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date — Baseline Score	Date — 1st Assess.	Date — 2nd Assess.	Date — 3rd Assess.	Date — 4th Assess.	Date — 5th Assess.
Teaching Time	Functional Academics: Matching		Matches 5 shapes and 5 colors	0-10						
			Matches numbers 1-10	0-10						
			Matches letters	0-26						
Play Time	Natural Communication: Initial requesting (Choose one requesting skill to score)		Makes babbling sounds	Never: 0 Rarely: 1 Sometimes: 2 Usually: 3						
			Requests using sounds							
			Requests using imitation of words							
			Requests using single spontaneous words							
	Engaging in Diverse Activities: Basic play skills		Takes turns							
Strand A2										
Teaching Time	Language: Learning about nouns		Matches pictures of nouns	0-5						
			Matches objects to pictures	0-5						

Skills Assessment
Primary Strand A

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Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Teaching Time	**Language:** Learning about nouns		Identifies objects	**0-5**						
			Identifies pictures	**0-5**						
	Functional Academics: Beginning functional academics		Identifies 5 shapes and 5 colors	**0-10**						
			Colors using a marker or crayon for 10 consecutive seconds	**0-10**						
Play Time (Skills repeated from Strand A1)	**Natural Communication:** Initial requesting (Choose one requesting skill to score)		Makes babbling sounds	**Never: 0** **Rarely: 1** **Sometimes: 2** **Usually: 3**						
			Requests using sounds							
			Requests using imitation of words							
			Requests using single spontaneous words (5)							
	Engaging in Diverse Activities: Basic play skills		Takes turns							

Skills Assessment
Primary Strand A

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Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date Baseline Score	Date 1st Assess.	Date 2nd Assess.	Date 3rd Assess.	Date 4th Assess.	Date 5th Assess.
Strand A3										
Teaching Time	**Language:** Beginning vocabulary		Identifies pictures of nouns	**0-10**						
			Labels pictures of nouns	**0-10**						
			Identifies body parts	**0-5**						
			Identifies people in pictures	**0-5**						
			Names people in pictures	**0-5**						
			Identifies pictures of verbs	**0-5**						
			Labels pictures of verbs	**0-5**						
	Functional Academics: Beginning math		Counts objects	**0-10**						
			Identifies numbers	**0-10**						
			Labels numbers	**0-10**						
			Matches objects to numbers	**0-10**						
			Counts sets of objects	**0-10**						

Skills Assessment
Primary Strand A

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Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date / Baseline Score	Date / 1st Assess.	Date / 2nd Assess.	Date / 3rd Assess.	Date / 4th Assess.	Date / 5th Assess.
Play Time	Natural Communication: Beginning requesting (Choose one requesting skill to score)		Requests using single spontaneous words (10)	Never: 0						
			Requests using "I want X"	Rarely: 1						
	Engaging in Diverse Activities: Play imitation		Imitates play actions	Sometimes: 2						
			Imitates multiple play actions (2 steps or more)	Usually: 3						

Skills Assessment
Primary Strand A

Functional Routines at Home

Ask the caregiver to rate the student on how they participate in daily home activities. On a scale of 1 to 4 with a rating of 4 meaning the student doesn't need help (independent) and a rating of 1 meaning they need a lot of help, how does the caregiver rate the student's participation? Follow-up if needed: What makes this activity difficult for the student?

Activity	Rating Scale	Date / Baseline Score	Date / 1st Assess.	Date / 2nd Assess.	Date / 3rd Assess.	Date / 4th Assess.	Date / 5th Assess.
Mealtime	1-4 (4 = independent)						
Transitioning from one activity to another (i.e. going from watching TV to dinner time)	1-4 (4 = independent)						
Playing independently with toys (expand and ask what type of toys the student likes to play with)	1-4 (4 = independent)						
Playing with other children or family members	1-4 (4 = independent)						
Bedtime	1-4 (4 = independent)						
Academic/work tasks at a table or desk	1-4 (4 = independent)						
Bath-time/hand-washing/dressing	1-4 (4 = independent)						
Restroom use	1-4 (4 = independent)						
Completing a chore	1-4 (4 = independent)						

STRAND B

Skills Assessment
Primary Strand B

Skill assessment instructions:

- Go to the sub-strand selected for this student.
- Identify target skills appropriate for the student (based on their developmental level or IEP goals).
- Record the initial baseline score.
  - Scores represent the number of skills the student has mastered, unless otherwise noted.
- Monitor the student's progress at least quarterly.

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Strand B1										
Teaching Time	**Language:** Following directions		Follows one-step directions	0-5						
			Follows two-step directions	0-5						
			Finds items when requested	0-5						
	Functional Academics: Beginning reading		Identifies letters	0-26						
			Labels letters	0-26						
			Identifies first name	0-1						

Skills Assessment
Primary Strand B

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Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date Baseline Score	Date 1st Assess.	Date 2nd Assess.	Date 3rd Assess.	Date 4th Assess.	Date 5th Assess.
Play Time (Skills repeated from Strand A3)	**Natural Communication:** Beginning requesting (Choose one requesting skill to score)		Requests using single spontaneous words (10)	**Never: 0** **Rarely: 1** **Sometimes: 2** **Usually: 3**						
			Requests using "I want X"							
	Engaging in Diverse Activities: Play imitation		Imitates play actions							
			Imitates multiple play actions (2 steps or more)							
Strand B2										
Teaching Time	**Language:** Information ordering and understanding 1		Identifies pictures of nouns	**0-15**						
			Labels pictures of nouns	**0-15**						
			Sorts pictures into categories	**0-3**						
			Puts 3-part picture sequences in order	**0-3**						
			Describes 3-part picture sequences	**0-3**						

Skills Assessment
Primary Strand B

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Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date Baseline Score	Date 1st Assess.	Date 2nd Assess.	Date 3rd Assess.	Date 4th Assess.	Date 5th Assess.
Teaching Time	**Functional Academics:** Beginning writing		Draws lines and shapes (circles and squares)	**0-3**						
			Draws a picture (includes a person, shape, and item)	**0-3**						
Play Time	**Natural Communication:** Intermediate requesting (Choose one requesting skill to score)		Requests in a variety of ways (e.g. "I would like X," "Can I have?" and rejects using "No X")	**Never: 0** **Rarely: 1** **Sometimes: 2** **Usually: 3**						
			Requests using age-level vocabulary and expanded phrases							
	Engaging in Diverse Activities: Play directions		Follows single directions during play							
			Follows 2 or more step directions during play							

Skills Assessment
Primary Strand B

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Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Strand B3										
Teaching Time	**Language:** Book use		Identifies items in a book (1 item per page for 10 pages)	0-3						
			Labels items in a book (1 item per page for 10 pages)	0-3						
			Identifies multiple items in a book (2 items per page for 10 pages)	0-3						
			Labels multiple items in books (2 items per page for 10 pages)	0-3						
	Functional Academics: Intermediate math		Counts from memory	0-30						
			Identifies numbers	0-30						
			Labels numbers	0-30						
			Counts sets of objects	0-30						

Skills Assessment
Primary Strand B

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date Baseline Score	Date 1st Assess.	Date 2nd Assess.	Date 3rd Assess.	Date 4th Assess.	Date 5th Assess.
Play Time (Skills repeated from Strand B2)	**Natural Communication:** Intermediate requesting (Choose one requesting skill to score)		Requests in a variety of ways (e.g. "I would like X," "Can I have?" and rejects using, "No X")	**Never: 0** **Rarely: 1** **Sometimes: 2** **Usually: 3**						
			Requests using age level vocabulary and expanded phrases							
Play Time (Skills repeated from Strand B2)	**Engaging in Diverse Activities:** Play directions		Follows single directions during play	**Never: 0** **Rarely: 1** **Sometimes: 2** **Usually: 3**						
			Follows multi-step directions during play							

Skills Assessment
Primary Strand B

Functional Routines at Home

Ask the caregiver to rate the student on how they participate in daily home activities. On a scale of 1 to 4 with a rating of 4 meaning the student doesn't need help (independent) and a rating of 1 meaning they need a lot of help, how does the caregiver rate the student's participation? Follow-up if needed: What makes this activity difficult for the student?

Activity	Rating Scale	Date	Date	Date	Date	Date	Date
		Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Mealtime	1-4 (4 = independent)						
Transitioning from one activity to another (i.e. going from watching TV to dinner time)	1-4 (4 = independent)						
Playing independently with toys (expand and ask what type of toys the student likes to play with)	1-4 (4 = independent)						
Playing with other children or family members	1-4 (4 = independent)						
Bedtime	1-4 (4 = independent)						
Academic/work tasks at a table or desk	1-4 (4 = independent)						
Bath-time/hand-washing/dressing	1-4 (4 = independent)						
Restroom use	1-4 (4 = independent)						
Completing a chore	1-4 (4 = independent)						

STRAND C

Skills Assessment
Primary Strand C

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Skill assessment instructions:

- Go to the sub-strand selected for this student.
- Identify target skills appropriate for the student (based on their developmental level or IEP goals).
- Record the initial baseline score.
  - Scores represent the number of skills the student has mastered, unless otherwise noted.
- Monitor the student's progress at least quarterly.

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date / Baseline Score	Date / 1st Assess.	Date / 2nd Assess.	Date / 3rd Assess.	Date / 4th Assess.	Date / 5th Assess.
Strand C1										
Teaching Time	**Language:** Social communication		Identifies emotions in pictures	**0-5**						
			Labels emotions in pictures	**0-5**						
			Describes actions of self and others	**0-5**						
	Functional Academics: Intermediate reading		Matches words to pictures	**0-5**						
			Matches words to pictures	**0-10**						

Skills Assessment
Primary Strand C

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Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Play Time	**Natural Communication:** Intermediate play communication (Choose one commenting skill to score)		Describes actions of self and others during play	**Never: 0** **Rarely: 1** **Sometimes: 2** **Usually: 3**						
			Describes actions of self and others using age level vocabulary and expanded sentences during play							
	Engaging in Diverse Activities: Playing with others		Plays appropriately with an adult for 10 or more minutes	**Never: 0** **Rarely: 1** **Sometimes: 2** **Usually: 3**						
			Plays appropriately with a peer (with adult facilitation) for 10 or more minutes							

Skills Assessment
Primary Strand C

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Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Strand C2										
Teaching Time	**Language:** Advanced language concepts 1		Identifies functions of objects	**0-5**						
			Describes functions of objects	**0-5**						
			Performs preposition actions with objects (e.g. "Put the block in the container")	**0-5**						
			Describes locations of objects with prepositions	**0-5**						
			Identifies objects based on adjectives	**0-5**						
			Describes size, shape, and differences using adjectives	**0-5**						

Skills Assessment
Primary Strand C

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Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date / Baseline Score	Date / 1st Assess.	Date / 2nd Assess.	Date / 3rd Assess.	Date / 4th Assess.	Date / 5th Assess.
Teaching Time	**Functional Academics:** Intermediate writing		Traces name, lines, and numbers (name, vertical line, horizontal line 1-5)	**0-8**						
			Copies words	**0-5**						
Play Time (Skills repeated from Strand C1)	**Natural Communication:** Intermediate play communication (Choose one commenting skill to score)		Describes actions of self and others during play	**Never: 0** **Rarely: 1** **Sometimes: 2** **Usually: 3**						
			Describes actions of self and others using age-level vocabulary and expanded sentences during play							
	Engaging in Diverse Activities: Playing with others		Plays appropriately with an adult for 10 or more minutes							

Skills Assessment
Primary Strand C

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Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date Baseline Score	Date 1st Assess.	Date 2nd Assess.	Date 3rd Assess.	Date 4th Assess.	Date 5th Assess.
Play Time (Skills repeated from Strand C1)	**Engaging in Diverse Activities:** Playing with others		Plays appropriately with a peer (with adult facilitation) for 10 or more minutes	**Never: 0** **Rarely: 1** **Sometimes: 2** **Usually: 3**						
Strand C3										
Teaching Time	**Language:** Information ordering and understanding 2		Identifies the order of items (e.g. responds to "first," "next," and "last")	**0-3**						
			Puts pictures in 4-part sequences	**0-3**						
			Describes 4-part picture sequences	**0-3**						
	Functional Academics: Advanced math 1		Adds to and takes away objects to make a new number (5 for addition, 5 for subtraction)	**0-10**						

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date — Baseline Score	Date — 1st Assess.	Date — 2nd Assess.	Date — 3rd Assess.	Date — 4th Assess.	Date — 5th Assess.
Teaching Time	**Functional Academics:** Advanced math 1		Adds two numbers	**0-5**						
			Subtracts two numbers	**0-5**						
Play Time (Skills repeated from Strand C1 and C2)	**Natural Communication:** Intermediate play communication (Choose one commenting skill to score)		Describes actions of self and others during play	**Never: 0** **Rarely: 1** **Sometimes: 2** **Usually: 3**						
			Describes actions of self and others using age-level vocabulary and expanded sentences during play							
	Engaging in Diverse Activities: Playing with others		Plays appropriately with an adult for 10 or more minutes							
			Plays appropriately with a peer (with adult facilitation) for 10 or more minutes							

Skills Assessment
Primary Strand C

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Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Strand C4										
Teaching Time	**Language:** Advanced language concepts 2		Identifies opposites	0-5						
			Describes opposites	0-5						
			Identifies possessives	0-4						
	Functional Academics: Advanced reading		Identifies letter sounds	0-26						
			Labels letter sounds	0-26						
			Identifies written words	0-5						
			Labels written words	0-5						
			Reads a simple book (2-3 words per page for 5 pages)	0-2						

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Play Time	**Natural Communication:** Advanced play communication (Choose one answering questions skill to score)		Answers "what is this?"; "who is this?"; and "how many?" during play	**Never: 0** **Rarely: 1** **Sometimes: 2** **Usually: 3**						
			Answers questions using prepositions, pronouns, and adjectives							
	Engaging in Diverse Activities: Play variety		Plays independently and appropriately with different toys and activities for 10 or more minutes							
			Plays appropriately with a peer for 10 or more minutes							
			Engages in pretend play with a peer for 10 or more minutes							

Skills Assessment
Primary Strand C

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Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Strand C5										
Teaching Time	**Language:** Answering questions		Answers personal and safety questions	0-5						
			Answers personal and safety questions (additional)	0-5						
			Answers yes and no questions	0-5						
	Functional Academics: Advanced writing		Writes words from dictation	0-5						
			Writes a short story (2- or 3-word phrases) from memory	0-3						
			Draws pictures to express ideas or topics	0-4						

Skills Assessment
Primary Strand C

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Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Play Time (Skills repeated from Strand C4)	**Natural Communication:** Advanced play communication (Choose one answering questions skill to score)		Answers "what is this?"; "who is this?"; and "how many?" during play	**Never: 0** **Rarely: 1** **Sometimes: 2** **Usually: 3**						
			Asks questions using prepositions, pronouns, and adjectives							
	Engaging in Diverse Activities: Play variety		Plays independently and appropriately with different toys and activities for 10 or more minutes							
			Plays appropriately with a peer for 10 or more minutes							
			Engages in pretend play with a peer for 10 or more minutes							

Skills Assessment
Primary Strand C

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Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date Baseline Score	Date 1st Assess.	Date 2nd Assess.	Date 3rd Assess.	Date 4th Assess.	Date 5th Assess.
Strand C6										
Teaching Time	**Language:** Understanding and asking questions		Answers "wh-" questions (e.g. who, what, and where)	0-5						
			Answers simple questions about an event that occurred recently	0-5						
			Describes prior activities (e.g. "I saw X" or "I went to X")	0-6						
			Comments about items or actions	0-4						
			Asks questions about objects, people, and locations	0-3						
	Functional Academics: Advanced math 2		Identifies money, such as pennies, nickels, dimes, quarters, and dollars	0-5						

Skills Assessment
Primary Strand C

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Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Teaching Time	**Functional Academics:** Advanced math 2		Labels money, such as pennies, nickels, dimes, quarters, and dollars	**0-5**						
			Answers "what time is it?" correctly	**0-12**						
			Sequences patterns	**0-3**						
Play Time (Skills repeated from Strands C4 and C5)	**Natural Communication:** Advanced play communication (Choose one answering questions skill to score)		Answers "what is this?"; "who is this?"; and "how many?" during play	**Never: 0** **Rarely: 1** **Sometimes: 2** **Usually: 3**						
			Asks questions using prepositions, pronouns, and adjectives							
	Engaging in Diverse Activities: Play variety		Plays independently and appropriately with different toys and activities for 10 or more minutes							

Skills Assessment
Primary Strand C

STAR ONLINE SUPPORT

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Play Time (Skills repeated from Strands C4 and C5)	**Engaging in Diverse Activities:** Play variety		Plays appropriately with a peer for 10 or more minutes	**Never: 0** **Rarely: 1** **Sometimes: 2** **Usually: 3**						
			Engages in pretend play with a peer for 10 or more minutes							

Skills Assessment
Primary Strand C

STAR ONLINE SUPPORT

Functional Routines at Home

Ask the caregiver to rate the student on how they participate in daily home activities. On a scale of 1 to 4 with a rating of 4 meaning the student doesn't need help (independent) and a rating of 1 meaning they need a lot of help, how does the caregiver rate the student's participation? Follow-up if needed: What makes this activity difficult for the student?

Activity	Rating Scale	Date Baseline Score	Date 1st Assess.	Date 2nd Assess.	Date 3rd Assess.	Date 4th Assess.	Date 5th Assess.
Mealtime	1-4 (4 = independent)						
Transitioning from one activity to another (i.e. going from watching TV to dinner time)	1-4 (4 = independent)						
Playing independently with toys (expand and ask what type of toys the student likes to play with)	1-4 (4 = independent)						
Playing with other children or family members	1-4 (4 = independent)						
Bedtime	1-4 (4 = independent)						
Academic/work tasks at a table or desk	1-4 (4 = independent)						
Bath-time/hand-washing/dressing	1-4 (4 = independent)						
Restroom use	1-4 (4 = independent)						
Completing a chore	1-4 (4 = independent)						